

## Work-Based Learning Faculty PD Course Outline of Record Overview

### Learning Outcomes

Upon successful completion of the course, faculty will be able to:

1. Describe various types of work-based learning
2. Integrate work-based learning into their courses

### Content Grouping in Terms of Specific Body of Knowledge

#### Part 1: Understanding Work-Based Learning

1. Work-Based Learning – What is it?
2. Work-Based Learning – Why is it used?
3. Work-Based Learning – Why care?

#### Part 2: Implementing Work-Based Learning

4. Work-Based Learning – How is it done?
5. Critical Issues in Work-Based Learning
6. Work-Based Learning Integration and Instructional Modalities

#### Part 3: Demonstration / Course Capstone Experience

7. Course capstone experience

### Proposed draft “flow” for major sections of the outline:

<p>PART 1 FLOW – overview what and why:</p> <ol style="list-style-type: none"> <li>1. Introduction/descriptive overview</li> <li>2. Readings (with references)</li> <li>3. Video (e.g., testimonials from employers, students, and faculty)</li> <li>4. Reflection on how the concepts resonate with faculty experience (personal or teaching)</li> <li>5. Assessment to check for understanding</li> </ol>	<p>PART 2 FLOW – How To:</p> <ol style="list-style-type: none"> <li>1. Introduction/descriptive overview</li> <li>2. Outcomes for each type of activity</li> <li>3. How to guide (e.g., learning plans, etc.)</li> <li>4. Videos of what it looks like (e.g., examples from the region, etc.)</li> <li>5. Resources at college and in region that they can access for implementation support</li> <li>6. Reflection about integration</li> <li>7. Assessment to check for understanding</li> </ol>	<p>PART 3 FLOW – capstone project:</p> <ol style="list-style-type: none"> <li>1. Intro – why a capstone project</li> <li>2. Activities or projects with workplace interaction (e.g., outreach to employers, actual “workplace audit” with faculty experience in a workplace)</li> <li>3. Assessment? How would the project be evaluated?</li> </ol>
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